Name: _____

Date: _____

Math Journal
Module 4
Lessons
1 - 16

Module: 4 Lesson: 1

Read:

Eric makes a shape with 8 trapezoid pattern blocks. Brock makes the same shape using triangle pattern blocks. It takes 3 triangles to make 1 trapezoid. How many triangle pattern blocks does Brock use?

Draw:

Write:

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Module: 4 Lesson: 2

Read:

Wilma and Freddie use pattern blocks to make shapes as shown. Freddie says his shape has a bigger area than Wilma's because it is longer than hers. Is he right?

Draw:

Write:

Is he right? Explain your answer.

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Module: 4 Lesson: 3

Read:

Jace uses paper squares to create a rectangle. Clary cuts all of Jace's squares in half to create triangles. She uses all the triangles to make a rectangle. There are 16 triangles in Clary's rectangle. How many squares were in Jace's shape?

Draw:

Write:

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Module: 4 Lesson: 4

Read:

Mara uses 15 square-centimeter tiles to make a rectangle. Ashton uses 9 square-centimeter tiles to make a rectangle.

Draw:

Draw what Mara and Ashton's rectangles might look like.

Write:

Whose rectangle has a bigger area? How do you know?

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Module: 4 Lesson: 5

Read:

Candice uses square centimeter tiles to find the side lengths of a rectangle as shown at the right. She says the side lengths are 5 centimeters and 7 centimeters. Her partner, Luis, uses a ruler to check Candice's work and says that the side lengths are 5 centimeters and 6 centimeters. Who is right? How do you know?

Draw:

Write:

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Module: 4 Lesson: 6

Read:

Huma has 4 bags of square-inch tiles with 6 tiles in each bag. She uses them to measure the area of a rectangle on her homework. After covering the rectangle, Huma has 4 tiles left. What is the area of the rectangle?

Draw:

Write:

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Module: 4 Lesson: 7

Read:

Lori wants to replace the square tiles on her wall. The square tiles are sold in boxes of 8 square tiles. Lori buys 6 boxes of tiles. Does she have enough to replace all of the tiles, including the tiles under the painting? Explain your answer.

Draw:

Write:

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Module: 4 Lesson: 8

Read:

Marnie and Connor both skip-count square units to find the area of the same rectangle. Marnie counts, “3, 6, 9, 12, 15, 18, 21.” Connor counts, “7, 14, 21.”

Draw:

Draw what the rectangle might look like, and then label the side lengths and find the area.

Write:

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Module: 4 Lesson: 9

Read:

Mario plans to completely cover his 8-inch by 6-inch piece of cardboard with square-inch tiles. He has 42 square-inch tiles. How many more square-inch tiles does Mario need to cover the cardboard without any gaps or overlap? Explain your answer.

Draw:

Write:

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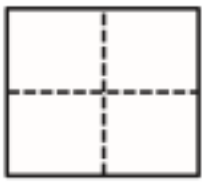
Module: 4 Lesson: 10

Read:

Sonya folds a 6 by 6 square-inch piece of paper into 4 equal parts (shown below). What is the area of 1 of the parts?

Draw:



Write:

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Module: 4 Lesson: 11

Read:

The banquet table in a restaurant measures 3 feet by 6 feet. For a large party, workers at the restaurant place 2 banquet tables side by side to create 1 long table. Find the area of the new, longer table.

Draw:

Write:

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Module: 4 Lesson: 12

Read:

Find the area of a 6 meter by 9 meter rectangle.

Use the side lengths, 6 m × 9 m, to find different side lengths for a rectangle that has the same area. Show your equations using parentheses. Then estimate to draw the rectangle and label the side lengths.

Draw:

Write:

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Module: 4 Lesson: 13

Read:

Anil finds the area of a 5-inch by 17-inch rectangle by breaking it into 2 smaller rectangles. Show one way that he could have solved the problem. What is the area of the rectangle?

Draw:

Write:

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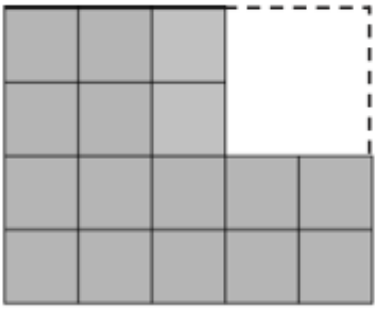
Module: 4 Lesson: 14

Read:

Break apart the shaded figure into 2 rectangles. Then, add to find the area of the shaded figure below.

Subtract the area of the unshaded rectangle from the area of the large rectangle to check your answer in Part (a).

Draw:



Write:

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